



ASSIGNMENT BOOKLET 2B

Social Studies 7
Module 2: Section 2 and 3 Assignment

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- Has your work been reread to ensure accuracy in spelling and details?
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SOCIAL STUDIES

Exploration and Colonization

Assignment Booklet

2B



FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 2 Assignment	35	
Section 3 Assignment	34	
	69	

Teacher's Comments

Social Studies 7
Module 2: Exploration and Colonization
Assignment Booklet 2B
Section 2 and 3 Assignment
ISBN 978-0-7741-2912-1

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
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ASSIGNMENT BOOKLET 2B
SOCIAL STUDIES 7: MODULE 2
SECTION 2 AND 3 ASSIGNMENT

This Assignment Booklet is worth 69 marks out of the total 100 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing application for many assignment questions. If you use a computer, be sure to attach a printed copy that has been proofread. Include your name, the course name, the module number, and the assignment number on each page.

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Section 2 Assignment: The British in North America

1. As you've seen, European countries like Britain and France had a variety of reasons for creating colonies in the seventeenth and eighteenth centuries. One of the most important reasons was economic. The mercantile system (or mercantilism), which was popular with economists and governments at the time, was the driving economic force for colonization.

- a. Explain the doctrine of mercantilism.

- ② b. Explain why mercantilism stimulated European countries to create colonies.

- ③ c. Mercantilism benefitted the home country, but its effects on the colonies were mixed. There were both advantages and disadvantages. Explain the advantages and disadvantages of mercantilism in the colonies.

When you've completed question 1, continue where you left off on page 71 in the Student Module Booklet.

⑥

2. As you've been learning, the British and the French took a different approach to their colonies in the seventeenth and eighteenth centuries. If you had been given a choice between living in New France or the Thirteen Colonies, which would you have taken? Be sure to give at least **three** reasons for your choice, pointing out specific differences between life in New France and the Thirteen Colonies.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

When you've completed question 2, continue where you left off on page 78 in the Student Module Booklet.

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- Imagine that you're Pierre Radisson. Having failed to interest the governor of New France in your idea to use Hudson Bay to trade furs, you've sailed all the way to Britain and have arranged a meeting with the king and his advisors. Your job now is to convince the British monarch to invest enough money to see if your plan will work.

A meeting with the king is, of course, a very formal—and rather frightening—affair. And since Charles II is a very busy man, he can't spare you much time. As a result, you've decided to write out a short speech to read to the king in which you explain all the advantages of using Hudson Bay for the fur trade.

Write out your speech (preferably on a computer) and then deliver it orally as if you were reading it to King Charles. If you're working in a classroom, you can simply arrange to meet with your teacher. If you're working from a distance, you'll have to contact your teacher and work out a way for you to present the speech orally.

For example, you might simply read it over the phone or leave it as a voice-mail message. Or if you have the capability, you might put it on a CD.

However you deliver your speech, remember that you're trying to sell a very wise and experienced monarch on your plan, and this is the only chance you'll get. So be careful to give all the reasons you should as to why you think it's a great idea. And be as persuasive as you can; use the techniques you've learned in English Language Arts classes for presenting effective speeches.

Your speech should last **no more than one and a half minutes**.

Here's one way you might begin your speech.

Your Most Gracious Majesty,

I have sailed across the Atlantic at great expense and have patiently waited a long time to attend upon you at your court. I have done this because I have a wonderful plan that can make Britain even richer and more powerful than it now is.

Checklist for Question 3	
• In my speech, I have fully explained why I believe the British government should invest money in an expedition to Hudson Bay to see if it could be used as a route for the fur trade.	
• My speech is clearly and persuasively written.	
• In delivering my speech, I have used appropriate expression, emphasis, pacing, pitch, and volume.	
• I sound confident and persuasive.	

Assessment Criteria for Question 3	
The speech shows an understanding of the advantages Radisson believed Hudson Bay would have as a route for the fur trade.	2 marks
The speech is clearly and persuasively written and ideas are presented in a logical order.	2 marks
Appropriate expression, emphasis, pacing, pitch, and volume have been used in delivering the speech.	2 marks
The student sounds confident and persuasive.	1 mark

When you've completed question 3, continue where you left off on page 105 in the Student Module Booklet.

- 13 4. In Lessons 4 and 5 of Section 1 you were introduced to several famous French explorers from the early days of New France. Then, in Lesson 5 of Section 2 you learned about the accomplishments of several more explorers. This time, though, they were working for the Hudson's Bay Company and exploring the West.

Your job now is to choose **one** explorer—or one team of explorers—from the following list. Then you'll do some research on your own to learn a bit more about the explorer or team you've selected.

Here are the steps to follow:

- Choose **one** of the following explorers or one team of explorers:
 - Samuel de Champlain
 - Pierre Radisson and Sieur des Groseilliers
 - Louis Jolliet and Jacques Marquette
 - René Robert Cavelier de la Salle
 - Henry Kelsey
 - Anthony Henday
 - Matonabee and/or Samuel Hearne
- Research your chosen explorer(s) on the Internet and/or in your library. Use **at least two** sources other than your course materials. As you research, keep a list of the resources you use—including specific website addresses.
- Explain **five** significant new facts you've learned in your research. That means facts that aren't included in the textbook or in the Student Module Booklets. Write a sentence or two for each new fact (and use your own words).

- Create a thematic map showing some aspect of the explorations you've researched. Be sure to include a legend.
- Make a drawing showing some important event in the explorations you've researched. Use your imagination if necessary—and be sure to give the drawing a title that identifies the event.
- Make a list of any books or other print resources you used in your research and/or the exact addresses of any websites you used.

Checklist for Question 4	
• I have selected an explorer or a team of explorers.	
• I have used my library and/or the Internet to find and use at least two sources for my research.	
• I have explained five significant new facts I've learned about my chosen explorer(s).	
• I have created a thematic map with a proper legend.	
• I have created a drawing of an important event.	
• I have listed the sources I used for my research.	

Assessment Criteria for Question 4	
The assignment includes five significant facts about one explorer or a team of explorers not included in the course materials.	5 marks
The assignment includes a neat, clear, thematic map showing some of the routes taken by the chosen explorer(s).	3 marks
The assignment contains a clearly titled drawing of an important event. Artistic skill isn't as important as an obvious effort to illustrate the event.	3 marks
The report contains a list of at least two sources over and above the course materials. Title, authors, and websites are precise.	2 marks

Present your five facts here.

1. _____

2.
3.
4.
5.

List your resources here.

Put your map here.

Put your drawing here.

- ③ 5. You've now researched an explorer—or a team of explorers—from New France or working for the Hudson's Bay Company.

Take a few minutes now to think about the processes you went through as you worked on question 4. Think, for example, about how you decided who to research, what facts to present, what to illustrate in your drawing, and what to show on your map. Then complete the chart that follows by answering the questions. Then complete the chart that follows by answering the questions.

Identify one thing you did that worked really well. Explain why.
Identify one thing you'd do differently another time. Explain why.
Describe something else you'd like to learn about the explorer(s) you researched.

When you've completed questions 4 and 5, continue where you left off on page 121 in the Student Module Booklet.

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Section 3 Assignment: Competition for Trade

4

1. As you’ve seen, in its early days, the fur trade was a partnership between the two sides involved—First Nations and Europeans.
- a. The chart that follows has been started for you; your job is to complete it as follows:
 - In the top row, list **two** additional contributions that each side made to the success of the fur trade. Be specific—and think of the contributions from different angles—like economic contributions, technology, survival helps, and so on.
 - In the bottom row, list **two** additional specific benefits each side got out of the fur trade. Again, think of benefits from different angles.

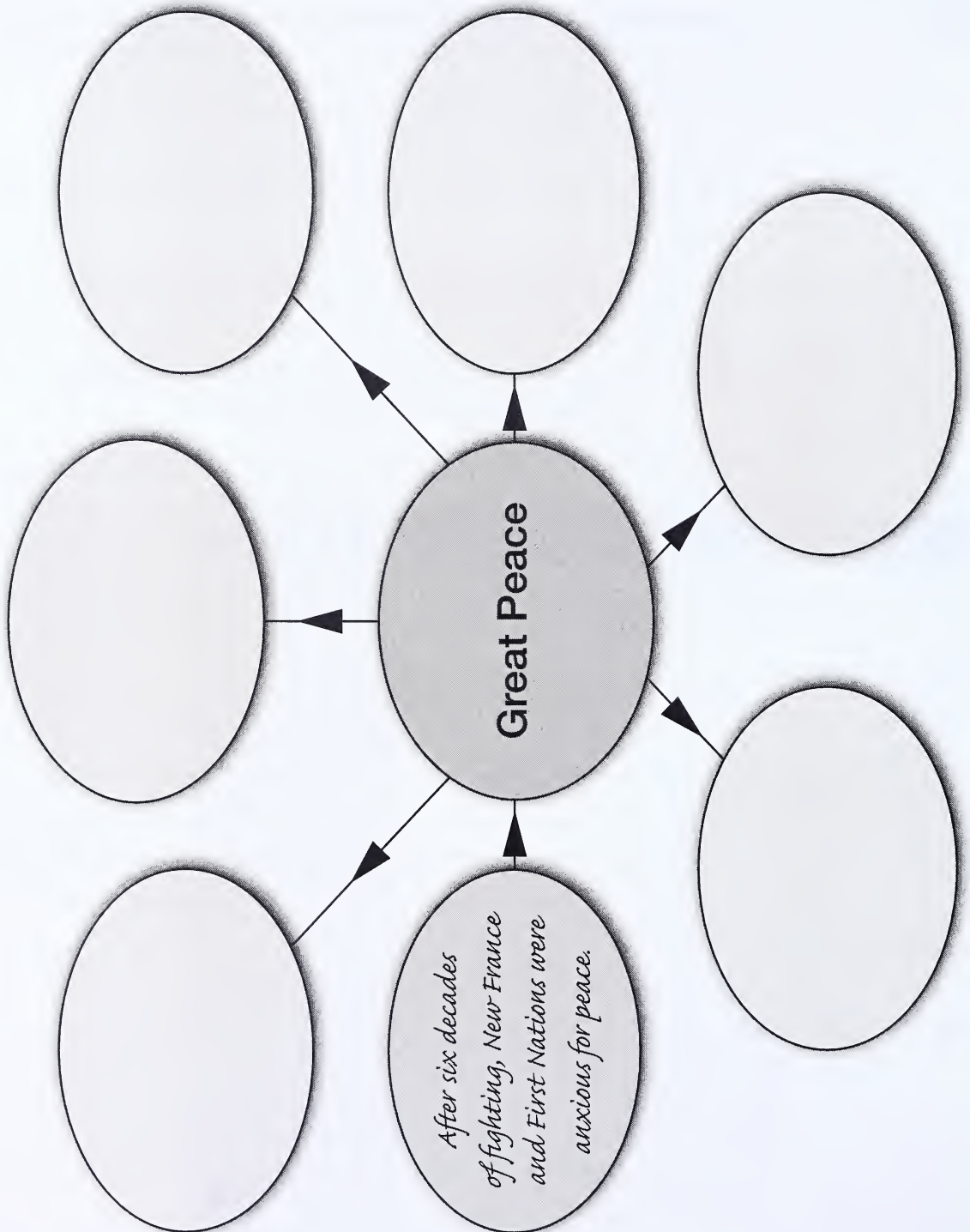
	First Nations	Europeans
Contributions made to the Fur Trade	<div><div>• canoes</div><div></div><div></div></div>	<div><div>• trading posts</div><div></div><div></div></div>
Benefits Derived from the Fur Trade	<div><div>• guns</div><div></div><div></div></div>	<div><div>• new foods, like pemmican</div><div></div><div></div></div>

- ③ b. Do you believe that one group benefited more than the other one did? If so, tell which one and explain your reasons. If not, be sure to explain your reasons too.

When you've completed question 1, continue where you left off on page 141 in the Student Module Booklet.

- ④ 2. Your textbook points out that in meeting to create the Great Peace of 1701, all the parties involved showed good, active citizenship. Think back to what you learned about active citizenship in Module 1. Then think about how the parties to the Great Peace must have felt about each other and what they had experienced at each other's hands. Explain whether or not you agree that the parties involved showed the quality of active citizenship. Remember to give your reasons.

- ⑤ 3. In Lesson 2 you worked with cause-and-effect charts, and in Lesson 3 you read about the 1701 Great Peace of Montréal. On the next page is the beginning of a cause-and-effect chart designed to show what brought about the Great Peace and what its effects were on the groups involved. This chart has only one cause showing, but it has arrows for six effects. Your assignment is to fill in **at least five** of those effects.

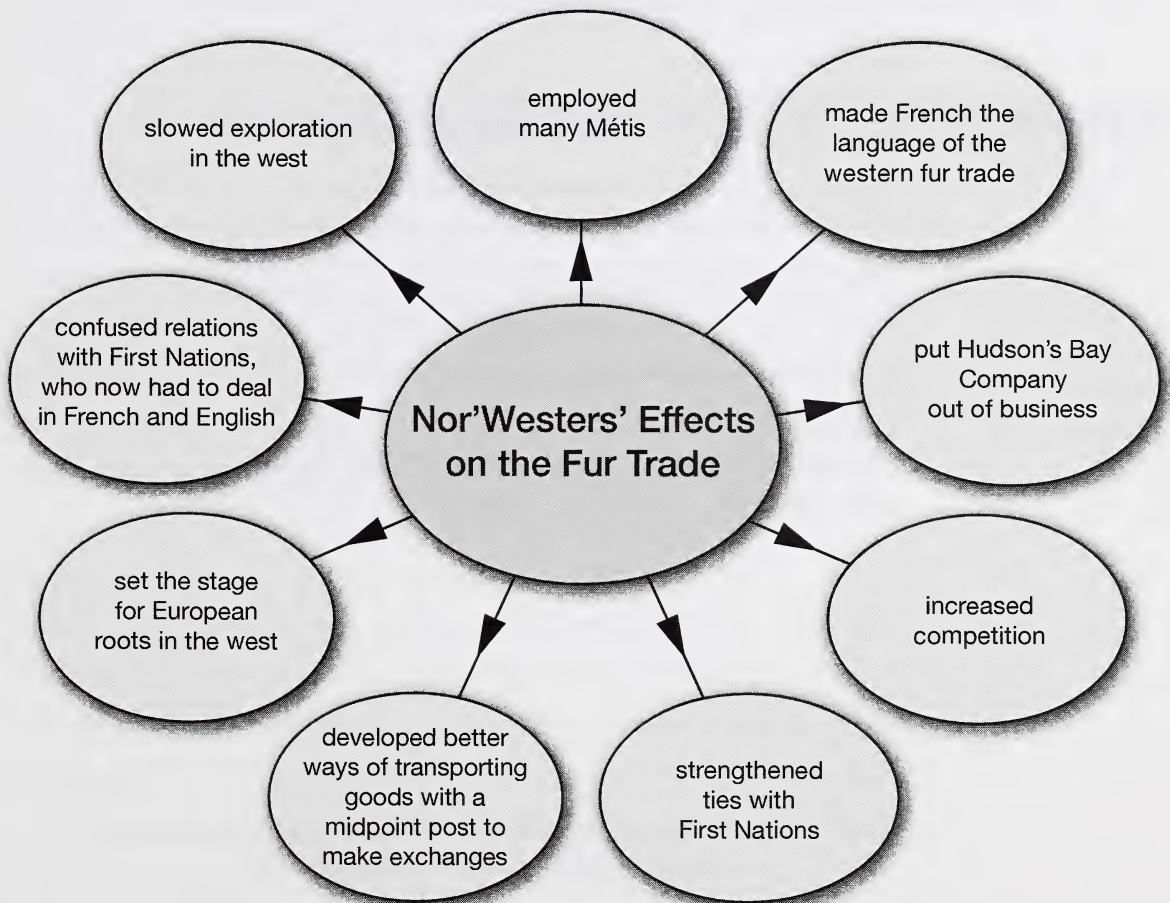


*After six decades
of fighting, New France
and First Nations were
anxious for peace.*

When you've completed questions 2 and 3, continue where you left off on page 150 in the Student Module Booklet.

- ③
4. As you've seen, after 1779, the British-owned Hudson's Bay Company competed fiercely for trade in the west with the North West Company, which operated out of Montréal.
- a. The North West Company had major effects on the fur trade and the ways in which it was conducted. The effects chart that follows shows what some of these were. Unfortunately, though, it contains several errors.

Correct the chart by crossing out the parts that are wrong.



- ③ b. Explain how the competition between the Hudson's Bay Company and the North West Company pushed European expansion deep into what would later become Western Canada.
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-
- ② c. Think of the challenges faced by the North West Company as it competed with the Hudson's Bay Company. Select **one** challenge that in your opinion must have been particularly difficult and explain it. Give your reasons for thinking that this must have been a particularly difficult challenge.
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- ② d. Explain what must have been the greatest challenge for the Hudson's Bay Company as it competed with the North West Company. Again, don't forget to give reasons.
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When you've completed question 4, continue where you left off on page 168 in the Student Module Booklet.

- 8 5. At the end of Lesson 6, you were asked to write a short article expressing either a First Nations, Métis, or Francophone perspective on some issue or event you've studied in this course. Your assignment is to write out a finished copy of your article in the space provided (or do it on a computer). Don't forget the title.

Checklist for Question 5

• I have taken the perspective of a First Nations person, a Francophone, or a Métis. If I belong to one of these groups, I have taken that perspective.	
• I have selected one of the given topics and expressed how it could well be perceived from my chosen perspective.	
• I have presented my ideas clearly, logically, and persuasively in an article of at least four paragraphs.	

Assessment Criteria for Question 5

The student has adopted an appropriate perspective. Perhaps this is an authentic reflection of his or her own heritage or perhaps it is imagined.	1 mark
The student has written a short newspaper article on one of the given topics that reflects that perspective.	2 marks
The article shows an awareness of, and sensitivity to, how the chosen topic would likely be viewed from the perspective in question.	3 marks
The article is clearly written and ideas are presented logically and persuasively.	2 marks

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When you've completed question 5, submit this Assignment Booklet for assessment.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.
Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
